

## SEWNTP Lead Mentor Network Forum

April 4<sup>th</sup>, 2011

Cardinal Stritch City Center, Rm. 324

4:30pm - 6:30pm

- Connecting:**      **Coaching Partners and Analysis of a Mentoring Success**  
**Purpose:** to share our successes and to analyze our role in these success stories. (We could have them also reflect on how they helped their mentors finding entry points for using the observation tools with their BT).
- Review:**            **Agenda & Norms for Our Community of Practice**
- Learning:**        **Lessons Learned: Sharing of Agendas**  
**Purpose:** To use the SEWNTP Lead Mentor Network Wiki to support each other through the sharing of agendas, resources, and experience.
- Learning:**        **Practice with Mentoring Skill: Mentor - Principal Communication**  
**Purpose:** To explore possible scenarios and how we can respond to ensure the mentors maintains confidentiality and professionalism, while supporting the administrator in his/her role.
- Managing:**        **Save the Dates:**
- Collection of artifacts of mentoring impact;
    - What did we receive and what do we still need...
  - SEWNTP Lead Mentor Network meetings next year:
    - September 22<sup>nd</sup>, 2011
    - November 10<sup>th</sup>, 2011
    - January 19<sup>th</sup>, 2012
    - March 20<sup>th</sup>, 2012
  - Mary Cieslewicz
- Closure:**        **Journal Reflection & Evaluation**
- **Purpose:** To move from thought to action in regard to an upcoming district mentor forum.
    - “How might a strong partnership with administration support the beginning teacher?”
    - “How might I apply these learnings in my context? What other concerns or questions do I still have?”
  - Evaluation

### SEWNTP Vision Statement

Students' needs are met by effective and confident teachers who grow professionally through collaborative network of induction. This network will transform and sustain the quality of leadership and education one person at a time.

### The Southeastern Wisconsin New Teacher Project (SEWNTP) Mission Statement

Given that research and practice indicate that good teaching is central to student learning, the Southeastern Wisconsin New Teacher Project (SEWNTP) will facilitate systemic, on-going training and support to build improved induction programs.

## **Analysis of a Mentoring Success**

**“Sharing has the effect of dignifying experiences – the dailyness of their work, which is often invisible to outsiders, yet binds insiders together.”**

**-- Ann Lieberman**

**Think about a success you have had in the last few weeks.**

**Describe the elements of your lead mentoring success  
in each of the four quadrants.**

**With a coaching partner, share your analysis of the success, focusing on what made it a success and your role in it.**

**What are some insights about the lead mentor's role in supporting mentor success?**

# Analysis of a Lead Mentoring Success:

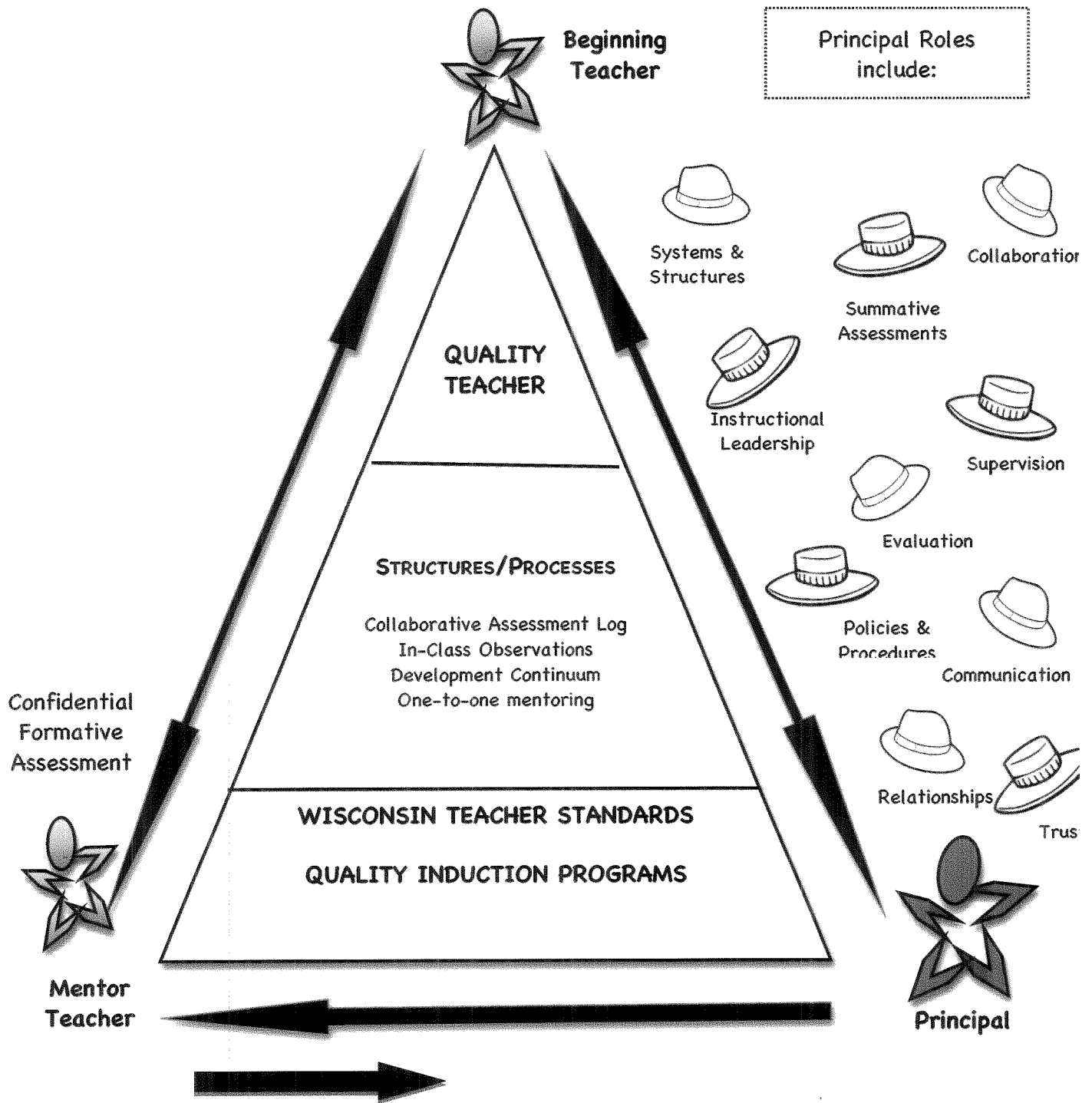
Describe a success you've had working as the Lead Mentor.	In what mentor standard area(s) does this success relate?
<p>What made it successful?</p>	<p>What role did you play?</p>
<p>1. Engages, supports and advances the professional learning of each teacher</p> <ul style="list-style-type: none"><li>• Participating Teachers in collaborative problem-solving, and reflective thinking to promote self-directed learning.</li><li>• Uses a variety of strategies and resources, including technology to respond to Participating Teachers' professional needs and to the learning needs of all students.</li><li>• Uses data to engage Participating Teachers in examination and improvement of practice.</li><li>• Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.</li></ul> <p>2. Creates and maintains collaborative and professional partnerships to support teacher growth</p> <ul style="list-style-type: none"><li>• Creates an environment of trust, caring and honesty with all Participating Teachers to establish and maintain strong relationships and promote professional growth.</li><li>• Uses coaching and collaboration time effectively, implementing procedures and routines that support Participating Teachers' learning.</li><li>• Understands each Participating Teacher's school and community and builds relationships with school and community members to foster Participating Teachers' success and student achievement.</li><li>• Promotes development of Participating Teachers' professional responsibility and collaboration with families and broader school community.</li></ul> <p>3. Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards</p> <ul style="list-style-type: none"><li>• Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development.</li><li>• Utilizes knowledge of content standards to advance teacher and student development.</li><li>• Uses knowledge of professional teaching standards to advance teacher and student development.</li><li>• Uses knowledge of equity principles to deepen Participating Teachers' application of standards.</li></ul> <p>4. Designs and facilitates professional development for teachers</p> <ul style="list-style-type: none"><li>• Builds on and values prior knowledge, background, interests, experiences and needs of Participating Teachers.</li><li>• Designs professional development to promote understanding and application of Program Standards.</li><li>• Creates an effective environment for professional learning.</li><li>• Uses a variety of research-based instructional strategies to differentiate professional development for Participating Teachers.</li></ul> <p>5. Utilizes assessments to promote teacher learning and development</p> <ul style="list-style-type: none"><li>• Plans and organizes for implementation of formative assessments to advance classroom practice.</li><li>• Uses results of formative assessments to guide mentoring abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress.</li></ul> <p>6. Develops as a professional leader to advance mentoring and the profession</p> <ul style="list-style-type: none"><li>• Establishes professional goals and pursues opportunities to grow professionally.</li><li>• Works with colleagues, administrators and school communities to advance the teaching profession.</li><li>• Reflects on mentoring practice and program.</li><li>• Practices habits of mind to advance induction and school improvement.</li></ul>	

**Purpose:** to use the SEWNTP Lead Mentor Network Wiki to support each other through the sharing of agenda, resources, and experience.

## Sharing of Agendas:

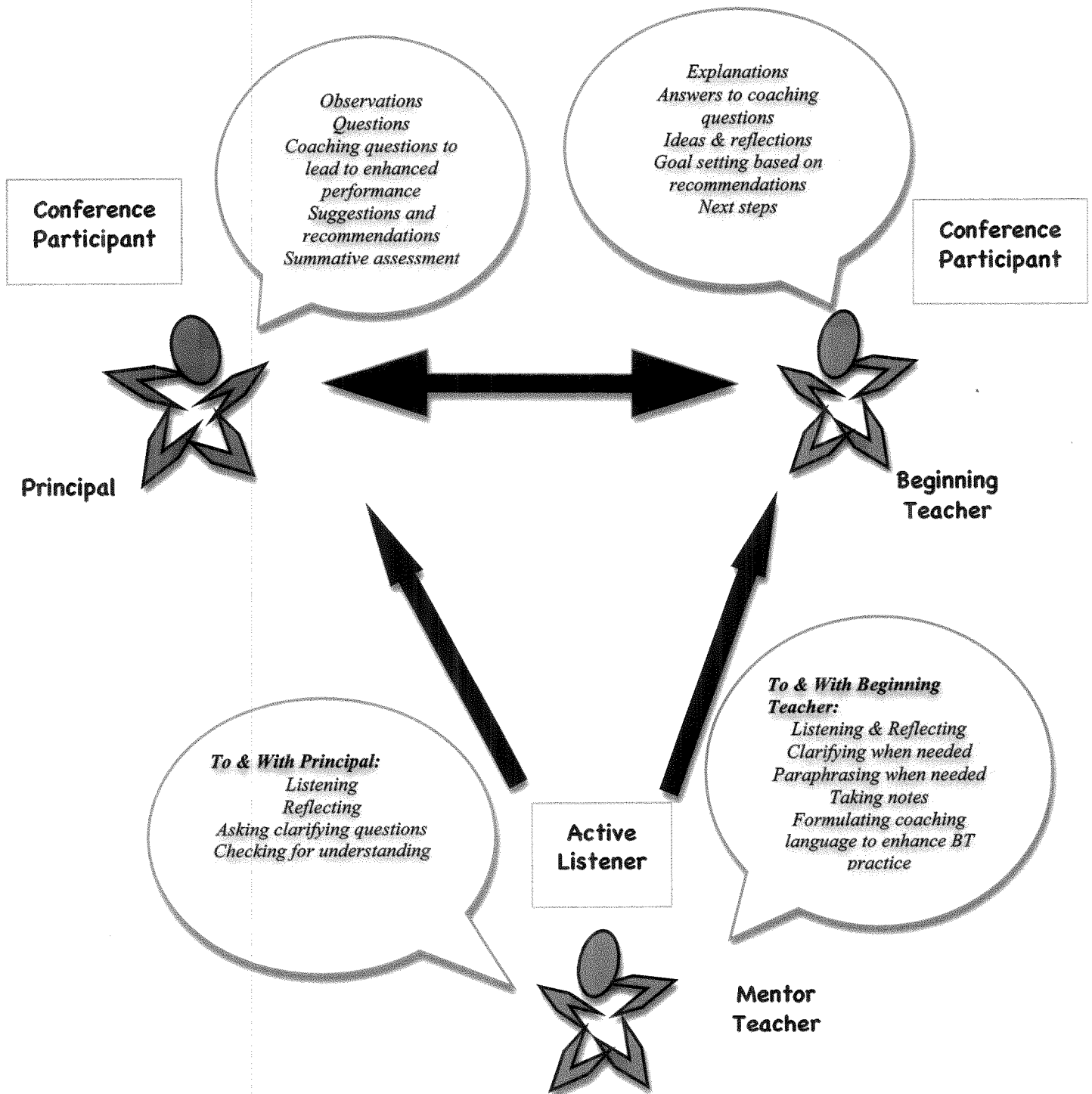
<p>Where did you find it?</p>	<p>What are the Ideas?</p>	<p>For what: how will you use these ideas?</p>	<p>Questions for further clarification and adaptations:</p>
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# COMMUNICATION & SUPPORT FOR BEGINNING TEACHERS



THE PRINCIPAL'S ROLE IN THE INDUCTION PROCESS

# THREE-WAY CONVERSATION TO DISCUSS BEGINNING TEACHER PERFORMANCE



# Administrator-Mentor Collaborative Reflection Log

Date \_\_\_\_\_ Site/Building/Level \_\_\_\_\_

Beginning Teacher \_\_\_\_\_ Mentor \_\_\_\_\_

Current Focus/Work Together:	Professional Goals:	Additional Support Needed:
** With permission from the Beginning Teacher, Mentor fills out this row - Mentor shares information to Principal (M→P)		
What's Working with the Beginning Teacher	Challenges/Concerns with the BT	
<p>**Principal shares this information to the Mentor (P→M)</p>		
Administrator Next Steps with BT	Mentor Next Steps with BT	

Focus: \_\_\_\_\_ Next Meeting \_\_\_\_\_

Adapted from New Teacher Center-Santa Cruz, CA Collaborative Assessment Log

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Beginning Teacher \_\_\_\_\_ Mentor \_\_\_\_\_

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What's Working with the Beginning Teacher		Challenges/Concerns with the BT
Administrator Next Steps with BT		Mentor Next Steps with BT

Focus: \_\_\_\_\_ Next Meeting \_\_\_\_\_

Adapted from New Teacher Center-Santa Cruz, CA Collaborative Assessment Log



**When talking with others, including principals,  
Be careful of judgmental or evaluative language:**



**Here are some examples of  
evaluative language to  
avoid:**

- **I think...**
- **I like...**
- **You should...**
- **I'd recommend...**
- **Great**
- **Scary**
- 
- 

## **Non-Judgmental Responses**

Non-judgmental responses help to...

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Possible examples:

- Identify what worked and why  
*I noticed how when you \_\_\_ the students really \_\_\_*
- Encourage  
*It sounds like you have a number of ideas to try out!  
It'll be exciting/interesting/great to see which works  
best for you!*
- Ask the teacher to self-assess  
*How do you think the lesson went and why?*
- Ask the teacher to identify her or his role  
*What did you do to make the lesson so successful?*
- Listen
- Ask sincere questions
- Show enthusiasm for and interest in the teacher's work  
and thinking  
*I'm interested in learning/hearing more about...  
I'm really looking forward to...*

**Here are some examples of meditational questions for principals if  
they are thinking they might not rehire or have major concerns about  
the beginning teacher, and the mentor thinks they are doing quite  
well: Ask the principal:**

- **What are you looking for in this teacher?**
- **What criteria are you using for your decision?**
- **What does the new teacher need to do to be retained?**
- **Would you be willing to meet with me and the beginning  
teacher to discuss concerns and develop a plan?**

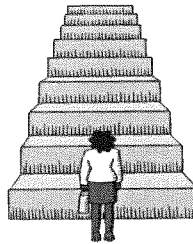
**Directions for Choice Groups:**  
**Please choose one of the following groups.**

- You will form triads and have 20 minutes of work time.
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1. **Mentor-Principal Communication Table Sort:** As a triad, sort the items into categories of how appropriate or not appropriate the topic would be to talk about in a Mentor-Principal conversation. Think & discuss about how you would respond when asked about inappropriate topics.
  2. **Administrator – Mentor Case Studies:** As a triad, problem-solve around challenging cases involving beginning teachers and administrators. You will choose a case study scenario and discuss how you might handle it. Use the administrator-mentor collaborative reflection log to guide your discussion and capture possible responses to the scenario. You may move to the next scenario (s) as time allows.
- In both groups we want to think about the possible scenarios and how we can respond to ensure the mentors maintains confidentiality and professionalism, while supporting the administrator in his/her role.

# District Heads Together:

(Moving forward; thoughts & insights into action)



**Q: What are you willing to commit to in regard to an upcoming district mentor forum and mentor – principal communication?**

**Q: How else could you use the ideas from today (coaching success, practice sort, & case study/role play) with your mentors?**

District's Next Steps	Resources



## Journal Write

**Please reflect and respond to the following question:**

- **How might a strong partnership with administration support the beginning teacher?**
- **How might I apply these leanings in my context? What other concerns or questions do I still have?**